DOCUMENT RESUME

ED 241 638 UD 023 401

AUTHOR Chung, Jasun C.
TITLE Supplement to the Curriculum Guide for Social Studies: Korean-Speaking Students. Kindergarten-Primary Three. Working Draft.
INSTITUTION Chicago Board of Education, Ill.
PUB DATE 80
NOTE 77p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Cultural Awareness; Curriculum Guides; *Korean Americans; *Korean Culture; *Limited English Speaking; Primary Education; *Social Studies; *Teaching Methods

ABSTRACT

This supplementary guide for use with Korean-speaking students in Grades K-3 in Chicago's public schools is keyed directly to the standard social studies curriculum guides for those grades. The content is largely focused upon Korean culture and history in order to enable the Korean students to increase their knowledge and understanding of their native country while simultaneously learning about the United States, particularly the city of Chicago. A strong emphasis is placed on awareness of the equal dignity and value of students of all ethnic, social, and economic backgrounds and on preparation for becoming fully participating citizens. (CMG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED241638

SUPPLEMENT TO THE CURRICULUM GUIDE FOR SOCIAL STUDIES: KOREAN-SPEAKING STUDENTS

KINDERGARTEN-PRIMARY THREE

Working Draft

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gerald J. Heing, Asst. Supt., Chicago Bd. of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ANGELINE P. CARUSO
Interim General Superintendent

BOARD OF EDUCATION
CITY OF CHICAGO

Copyright 1980
Board of Education of the
City of Chicago
Chicago, Illinois

UD023401

CONTENTS

Preface v

Acknowledgment vii

Kindergarten

Unit I Acquaintances 3
Unit II My Classroom 5
Unit III My Family 6
Unit IV My Home 7
Unit V My Wholesome Use of Leisure 8
Unit VI My Responsibilities 9
Unit VII Friendship 10
Unit IX People in Tokyo, a City in Another Country 11

Primary One

Unit I Our School 19
Unit II Friends at School 21
Unit III Good Friends 22
Unit IV Our School Workers 23
Unit V Our Families 24
Unit VI Our Neighborhood 26
Unit VII Travel from Place to Place 27
Unit VIII Our Farmer Friends 28
Unit IX Animals from All Over the World 30
Unit X People in Another American City--San Juan 32
Unit XI People in a South American City--Sao Paulo 34

Primary Two

Unit I Our Community 41
Unit III Food in Our Community 43
Unit IV Clothing in Our Community 45
Unit V Homes in Our Community 46
Unit VI Schools in Our Community 47
Unit VII Recreation for Our Community 48
Unit VIII Effect of Weather and Climate on Our Way of Living 49
Unit IX Transportation--Past and Present 50
Unit X Communication--Past and Present 51
Unit XI Another United States Urban Area--Detroit 52

Primary Three

Unit I	Chicago-Our Great City	57
Unit II	Chicago-Our Busy City	60
Unit III	Chicago-Our Famous City	63
Unit IV	Chicago-Our Early History	66
Unit V	Chicago-Our Own City	69
Unit VI	New York-Another American Metropolitan Area	71
Unit VII	London-A Metropolitan Area Overseas	73

PREFACE

The differentiated Supplement to the Curriculum Guide for Social Studies: Korean-Speaking Students is congruent with the design, structure, scope, and sequence of the general program of instruction of Chicago public schools and is directly related to publications for four levels of the Curriculum Guide for Social Studies: kindergarten, primary one, primary two, and primary three.

The structure and content of the supplement are primarily directed toward enhancing the academic progress and self esteem of the Korean student, K-3. The content is largely focused upon Korean culture and history in order to enable the Korean student to increase his/her knowledge and understanding of the native country while simultaneously learning about the United States, particularly the City of Chicago. A strong emphasis is placed on respectful and informed awareness of the equal dignity and value of students of all ethnic, social, and economic backgrounds and on preparation for becoming citizens who will participate fully and loyally under the democratic, constitutional system of government.

It is hoped that this publication will be a useful resource for all teachers who interact with Korean students and for all students who have the privilege of engaging in learning/teaching activities with Korean students as they, together, develop understanding and appreciation of the culturally pluralistic nature of the American way of life.

ACKNOWLEDGMENT

INSTRUCTION AND PUPIL SERVICES

Manford Byrd, Jr.
Deputy Superintendent

DEPARTMENT OF CURRICULUM

Gerard J. Heing
Assistant Superintendent

BUREAU OF SOCIAL STUDIES

Kenneth Singer
Director

BUREAU OF MANAGEMENT, PRODUCTION,
AND DISTRIBUTION

B. Barton Gallegos
Director

COMMITTEE ON SOCIAL STUDIES FOR KOREAN-SPEAKING STUDENTS

Ye Sook Anh, teacher, District 2
Myung Sik Chi, teacher, Pierce Elementary School

Sincere appreciation is extended to Jasun C. Chung, curriculum writer Department of Curriculum, for her efforts in the preparation of this publication.

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, national origin, or sex in educational programs or employment policies and practices.

KINDERGARTEN

UNIT I: ACQUAINTANCES

A. My Identification

p. 6 Help the teacher to list on the board favorite Korean objects and pictures of experiences, and compare with American ones:

Young Kil likes to play 고누 (gonoo), a kind of tic-tac-toe game in America, with his friend Sung Hwan.
Chulsoo likes to play대 썰매 (bamboo-ski) on the snow during winter.
Young Hee likes to play 공기 (gongki), a Korean marble game, with Suok.
Myong Ho likes 불고기 (bulgogi) and 김치 (kimchee).
Okhee likes to visit grandmother in the country.
Young Soo likes to play 딱지 치기 (dakjichiki) with his classmates.
Jun Hwan likes to catch grasshoppers with his brother in the field during summer.

Note to the Teacher
Let the children have the opportunities to share other friends' experiences and objects by simply replacing the above names with "I."

pp. 6-7 Bring to class various objects which relate to Korean cultural background, such as 화투 (hwatu) (Korean card game), 버선 (bersun), 고무신 (komushin), traditional dolls, a daily newspaper, and magazines written in Korean.

Compare the above-mentioned things with American things. (This experience gives children opportunities to find out their Korean cultural backgrounds.)

p. 7 Play the game 줄 잡기 (duljapki), 셋 잡기 (setjapki) in groups of two, three, or four, and make the acquaintance of other boys and girls. (The more games they have, the more chances they will have to become acquainted with new boys and girls. This game is suggested for a new peer group.)

Observe where North America and Asia are as the teacher introduces the globe and points to Chicago and Korea. Place two flags which say, "I live here," in the center of Chicago and "I lived there," in Korea.

Observe as the teacher introduces a new flat map of Korea and again points out Seoul and other places of Korea. Listen as he/she tells about and points out other cities where some pupils may have lived. Make several flags stating, "Young Kil lived in Daeku," "Young Lee lived in Pusan," and other places accordingly.

Compare different geographical symbols on two maps, Korean and American, and realize that both countries have their people, homes, streets, schools, and places where people work, even if they have different symbols.

B. My Interests

p. 8 Listen as the teacher reads poems about things that pupils like, such as 송아지 (Song a ji) and 산토끼 (Santoki). Discuss what kinds of poems about animals Korean children may enjoy.

Discuss what kinds of toys Korean children might have or would like to have.

Sing Korean songs about school, such as 학교종 (Hakkyo Jong).

p. 9 Play the game 둘 잡기 (duljapki), 셋 잡기 (setjapki) to become better acquainted with friends and classmates.

View the film Children of Korea, and try to understand how Korean children play with others both in and out of school.

Play house in the kindergarten and share the roles of family members as follows: Young Kil as father, Soonja as mother, Myungho as grandfather, Hye Sook as daughter, and Jung Soo or Myung Soo as son.

Have a role-playing session in class. Play one of the family members based on Korean family tradition.

Suggestions for the Teacher

p. 11 Introduce the game duljapki, setjapki. Gather all the children; have them put on their name labels and form into groups of two, three, or four quickly. When there are nine children in twos, there will be four groups and one child left. Have the left child do a directed activity; e.g., he or she should sing a song or write his or her name with help. Use this game as an opportunity for children to make new friends.

UNIT II: MY SCHOOLROOM

A. Physical Appearance

p. 20 View the film Children of Korea and become acquainted with the activities that make the school day interesting and worthwhile.

Sing a song about school, such as 학교종 (Hakkyo Jong). Dramatize the action in the song.

B. Features and Characteristics

p. 20 Examine the 태극기 (Taegookgi), the Korean national flag, and note the colors of the divided circle and the number of bars. Draw and paint Taegookgi, and listen as the teacher explains about symbols of Taegookgi. Note that the circle divided with red and blue represents getting along with all things in the world--like night and day, dark and light, fire and water--and the bars represent light and eternity.

Refer to the flags in the Encyclopedia Britannica for Children. Observe the many kinds of flags in the world.

Sing the song Taegookgi as part of the opening exercises of the class.

UNIT III: MY FAMILY

A. Identification of My Family

p. 31 Take note of the location of Korea in relation to other countries by observing as the teacher points to the continents and gives their names on both the globe and the flat map of the world. Point out where ancestors of pupils in the school came from.

Observe as the teacher points out on the map and globe Seoul, Korea, Asia, Chicago, Illinois, the United States, and North America.

p. 32 Sing a song about family, such as 짝자꿍 (Jagjagung), and repeat the song with other words. Instead of naming the father, mother, or other family member, use grandfather, grandmother, or brother.

Take a walk around the neighborhood after school, and observe such places as a Korean restaurant, a Korean food market, and a Korean or Oriental gift shop.

Collect pictures of many types of houses from several Korean magazines, posters, and photos. Contrast an urban dwelling with a rural home, an old palace with an up-to-date high-rise building in Korea. Compare an American home with a home in Korea.

Tell about games played with Korean family members at different times of the year and on different occasions such as Korean New Year or Chusuhk (full moon in harvest). Play games, such as 윷 (yut) or 화투 (hwatu), in school. Point out the fun of playing games together in the family, especially the fun of 윷 (yut), if they make teams, such as mother and sister, father and brother, grandfather and uncle.

UNIT IV: MY HOME

A. Concept of a Home

p. 48 Collect pictures of many kinds of Korean houses, such as 기와집 (keewajip), 초가집 (chogajip), 궁 (koong), and discuss the variety of materials. Compare the materials with American ones. Listen as the teacher talks about Royal Koong, such as 덕수궁 (Ducksookoong), 경복궁 (Kyungbokkoong), or 경회루 (Kynghoe Ru).

D. Comparison with Other Homes

p. 51 Study pictures of Korean houses in rural and urban areas. Tell about the characteristics of the Korean house, such as 마루 (maroo), 기와 (keewa), and 온돌 (ondol). Compare them with American floors, roofing, and central heating in relation to climate conditions.

Listen as the teacher talks about the Korean 초가집 (chogajip), the traditional rural house that fits the Korean climate conditions.

UNIT V: MY WHOLESOME USE OF LEISURE

A. Concept of Wholesome Leisure

p. 62 Listen as the teacher tells of toys and games enjoyed by Korean children, such as 팽이 (paengee), 피리 (piri), 딱지 치기 (dakjichiki), or 제기 차기 (jegichaki). Compare them with American ones.

p. 64 Name some of the songs Korean children can sing and play with their baby brothers or sisters, such as 짝자꿍 (Jagjagunj) or 아침 바람 찬바람 (Achimbaram Chanbaram).

Make paper foldings of birds, boats, Korean dresses (Chima, Jergoki), and flowers.

p. 65 Play some Korean games, such as 술래잡기 (soolraejabki) or 수건돌리기 (soogundoliki) as recreation with friends or family members.

C. Leisure in Other Parts of the World

p. 66 Discuss many kinds of leisure that Korean children enjoy in Korea, including these examples:

Young Kil likes to play 축구 (soccer).
Su Ok likes to play 공기 (gongki) with marbles.
Jun Hwan likes to play 태권도 (taekwondo).
Okhee likes to play the piano.

Collect many kinds of dolls from Korea and other countries, watching as the teacher points out these countries on the globe or world map.

p. 67 View the film Children of Korea and observe the many places set aside for play, such as Grand Children Park in Seoul, Minsohkchon-Folk Village, or Jayun Nongwon-Natural Farm at Young In. Compare these with American ones.

Collect many Korean pictures of playing and discuss how boys and girls play in Korea.

UNIT VI: MY RESPONSIBILITIES

A. Concept of Responsibility

p. 78 Add:
Mr. Kim is Korean. He owns the Korean restaurant.
Mr. Park is Korean. He runs the Oriental gift shop.

p. 80 Listen as the teacher tells of other children in Korea and of the responsibilities given them, such as--

watering the garden
taking care of a brother or sister
cleaning the front yard early in the morning
yielding the seat to the old or sick in a bus or train.

p. 82 Collect many songs about pets.

Sing songs, such as 강아지 (Gangaji), 송아지 (Songaji), and 산토끼 (Santoki).

Observe as the teacher points out that most pets are baby animals, such as--

개 gae - gangaji 강아지
소 soh - songaji 송아지
말 mahl - mangaji 망아지

UNIT VII: FRIENDSHIP

A. Concept of a Friend

p. 96 Learn how to say friends in another language, such as "chingoo" in Korean, "peng yau" in Chinese (Cantonese), or "odomo" in Japanese.

C. Friends in Other Places

p. 98 Locate on a map of Korea the places from which Korean friends came. Watch and listen as pupils point to places that are familiar because of family and friends.

List all friends both in Korea and in America. Discuss the characteristics which identify friends in Korea or in America. Find that friendship is based upon similar characteristics everywhere in the world.

D. Famous Americans of the Past and Present as Friends

p. 99 Listen as the teacher explains famous Koreans of the past and present who have enriched Korea's heritage. Learn about them and make friends of them.

Name	Contribution
King Sejong	Inventor of Hangul, Korean alphabet
Soonshin Lee	First ironship builder in the world
Jungmo Yang	Gold-medalist in 1976 Olympics
Sangdon Ko	Conqueror of Mt. Everest in 1977
Jaedu Yoo	World champion of boxing

UNIT IX: PEOPLE IN TOKYO, A CITY IN ANOTHER COUNTRY

A. Comparison of People of Seoul with Ourselves

p. 128 Observe as the teacher, using the globe, marks Chicago, then North America, and then Korea. Observe that they are different in size and that Korea is a peninsular nation.

Observe as the teacher pinpoints our particular city and Seoul, and extends yarn from one point to the other on the globe.

Become aware of the travel time and direction from Chicago to Seoul by air and by ship.

Discuss the reasons why other means of transportation, such as car and train, would not be appropriate for travel from Chicago to Seoul.

Listen as the teacher explains the meaning of the word neighbor and discusses the concept in relation to our friends in Seoul and in Los Angeles.

Listen as the teacher reads from the magazine Friendship, 2nd edition, 1977, by the Korean-American Friendship Association. Then discuss contributions of Korean-Americans to American culture.

p. 129 Discuss the things that pupils would like to know about Seoul, such as—

"What are the people of Seoul called?"
"Do the people of Seoul work and play?"
"What kind of work do they do?"

Help the teacher list the likenesses between the two groups, for example—

Americans like to—	Koreans like to—
enjoy the beauty of their parks	enjoy the beauty of their parks
work and play	work and play
go to school	go to school
live in houses	live in houses
be good citizens	be good citizens

take care of their gardens	take care of their gardens
go to football games	go to football games
spend money wisely	spend money wisely

Illustrate this chart by drawing and cutting out family pictures of both groups and mounting them on the chart.

p. 130 Bring in dolls and pictures of Korean children and share ideas and thoughts concerning their dress. Notice the use of traditional Korean Ariang dress as well as Western-style.

Help the teacher arrange a bulletin board centered around pictures and objects pertaining to Korean children and adults in Seoul.

Observe bulletin board pictures brought in about Seoul and discuss similarities between the things seen in pictures and ways of living in this country; include food, buildings, parks, and people.

View films concerning the various types of shelter, food, clothing, and traditions that are part of Seoul.

Help the teacher make a picture dictionary. Include the following terms and add others:

아리랑 드레스 (Arirang Dress)	윤 (Yun)
설 매 (Sul Mae)	버선 (Bersun)
고무신 (Komushin)	부채 (Boochae)
장구 (Jangkoo)	절구 (Juhl)
담뱃대 (Dambaedae)	

Display on a library table books portraying children at play in Korea. Construct 팽이 (pangee), 팽이채 (pangee chae), or 제기 (jaegie) and 초롱불 (chorongbool) as seen in the books and include as part of the display.

p. 131 Learn about the festivals and holidays in Korean life.

Observe as the teacher makes an 종이 접기 (jongei jubki) (the art of Korean paper folding) boat by following the directions in Kumnara, a book for children.

Weave straw mats or 돗자리 (dotjari) as samples of the "chairs" one might find in a Korean house.

See the Korean film Children of Korea by the Korean Ministry of Education. Plan a children's day with your classmates.

Review a few words of Korean including--

ye: yes
ah nio: no
aberji: father
jang nangam: toy
komapsumnida: thank you
uhmuni: mother
annyunghee jumoo shersumnika: good morning
annyunghee gasheyo: goodbye

Act out a day in a Seoul school. Plan for this day by--

Learning Korean greetings, such as "Annyunghaseyo" for hello and "Annyunghee gaseyo" for goodbye.

Studying about the differences and similarities between Korean and American schools. (Korean children have compulsory education, go to school six days a week with a half day on Saturday, and carry their books in rucksacks on their backs or in school bags with their hands.)

Discuss the different styles of shoes that people wear in Korea, including:

Korean children now wear 운동화 (undonghwa) for play and 운동화 (undonghwa), 고무신 (komushin), or (koodoo) leather shoes to school.

Korean farmers work barefoot in the rice paddies. Many Korean farmers once wore straw shoes called 짚신 (jipshin), but now they wear 고무신 "komushin," or leather shoes. Koreans wear boots in the rain and snow. In the old days many Koreans wore 나막신 (namagshin) or wooden sandals.

B. Types of Activities

p. 132 Listen as the teacher tells about the different kinds of work done around the city of Seoul, such as farming, fishing, and manufacturing.

Listen as the teacher tells about the kinds of things the people of Seoul grow, such as rice, grapes, plums, wheat, barley, beans, and nuts.

View a film, such as Korea by the Korean Ministry of Education, and discuss many kinds of production including the manufacture of toys, ships, automobiles, electric equipment, television sets, radios, bicyles, tires, silk, clothes, jewelry, and aircraft.

Listen as the teacher reads stories and poems about the Korean people, especially noting examples of respect for elders, willingness to work, sensitivity to beauty in all its forms, and great respect for both tradition and education.

Help the teacher set up a table of interesting items or products that come from Korea, such as toys, clothing, rice, cans of 고추장 (gochujang), dishes, shoes, radios, dolls, pearls, and many kinds of albums. Listen as the teacher explains the term export and draw pictures to illustrate a chart about exports from Korea that are used in Chicago.

Example: Our friends from Japan sell us toys, television sets, ginseng tea, cars, canned food, tires, pearls, bicycles, silk, radios, clothes, and shoes.

Observe the products that are manufactured in Korea and exhibit a "Made in Korea" label.

Observe samples of Korean writing 붓글씨 (bootgulshi) and note that it is done with 붓 (boot), a Korean brush, 벼루 (byuroo), and 먹 (merk) and is very artistic.

p. 133 View a film such as Children of Korea. Compare the kinds of activities in which children might participate in Seoul--such as kite-flying, hiking, playing soccer or baseball, and going to festivals--to the kinds in which they might participate in Chicago.

Point out the similarities in cooking on a 풍로 (pungro) and on a barbecue grill.

Help the teacher illustrate in mural fashion a story about two boys--Billy of Chicago and Young Kil of Seoul, using the following sentences:

This is Young Kil.
Young Kil works in school.
Young Kil has friends.
Young Kil works at home.
Young Kil has gangaji. (puppy)
Young Kil feeds his gangaji. (puppy)
Young Kil celebrates the Choosuk. (harvest moon)

Have a kite-flying contest, the way Korean children do on New Year's Day, traditionally held in Korea on January 1st. Display many kinds of kites in the classroom. Make Korean traditional kites.

Go around in a circle while singing "Gang Gang Su Wol Re," which is played and enjoyed on Korean Harvest Festival.

p. 134 Contrast American and Korean puppets 꼭두각시(kokdugaksi). Make a Korean puppet out of cloth.

Make clay models of Korean dwellings and construct a neighborhood in Seoul, including high-rise buildings.

Make a picture album of "people in Korea" and how they dress. Become aware that there are many different styles of dress in Seoul, depending upon the weather, the work people do, their locale, and special events. The album can include a--

businessman using a suit, tie, and shirt
woman office worker wearing a Western style skirt and blouse or dress
student in school uniform
factory worker in a white, blue, or yellow uniform
farmer in a straw hat and cotton baji
housewife in a silk chima-jogori
bride in a colorful silk chima-jogori

Listen to the teacher explain and discuss the usual types of food found and made in Korea that we also eat and enjoy. List the kinds of food the Koreans eat, such as "Koogsoo," a spaghetti-like noddle which is the favorite Korean luncheon food, rice, fish of all types, shrimp, fruits, and vegetables. Talk about the many different ways Koreans use rice, such as--yak sik, steambed bab, sook-duck, shikhye, and yut.

Invite parents to attend the parents' day party. Dedicate the song to parents.

p. 135 Add: Younghee goes to school.

Younghee goes to school.
Unjoo lives in a house.
Unjoo has a family.
Younghee likes to play with her dolls.

p. 136 Plan a television sportscast illustrating recreation in Seoul. Use colored chalk or crayons to show the people enjoying baseball, soccer, judo, shirum, and taekwondo.

Count the beads on a 주판 (joopan). With the teacher, add some simple number combinations. Talk about where and how Koreans use the abacus.

Observe as the teacher demonstrates a flower arrangement or gotgoji.

Make a centerpiece for a gift in the Korean style of gotgoji.

D. Points of Interest

p. 136 Note that Seoul is one of the world's largest cities in population -- over seven million people. Contrast with the population of Chicago. Observe that the population of Seoul is twice that of Chicago.

Listen as the teacher tells about the climate in Seoul and gives a description of the beauty of Seoul, its trees, and flowers.

Note the gift of "The Bell of Friendship" to Los Angeles, as a symbol of friendship between Korea and America.

pp. 136-7 Listen as the teacher tells about places of interest in Seoul, and observe bulletin board pictures brought by the teacher and the children.

Collect many scenes of Seoul and observe the apartment houses, hotels, office buildings, elevated expressways, factories, cable cars, theaters, temples, universities, museums, and parks.

Visit the port of Chicago in the spring and see the giant ocean-going ships which come from Korea. Watch the fishermen on the shore and discuss the importance of fish in the Korean diet.

View films concerning places of interest in Chicago and Seoul and discuss similarities between Chicago and Seoul.

PRIMARY ONE

UNIT I: OUR SCHOOL

A. Characteristics of Our School

p. 4 Examine a Korean flag, noting the two sections in the middle and the black bars at the four corners. Learn the symbolism of the red and blue sections. Note that two opposites express the dualism of the universe (fire and water, day and night, and dark and light) and that bars represent light, brightness, and eternity.

Draw or color Korean and American flags. Learn the differences among the Korean, American, and Chicago flags.

Learn the words of 애국가 (Ae Gook Ga) and sing after "America" as part of the daily opening exercises.

p. 5 Share with the class experiences about schools in Korea seen or attended. Discuss the size, color, and other features of the school.

Listen as the teacher explains how the school is used for the Korean society to have their elections and music recitals and to show Korean movies.

Participate in a discussion of the globe as a representation of the earth. Note that Korea is on the side opposite to America, and that night time in America is day time in Korea.

Draw or construct a school house out of red cardboard or paper and place it on a large world map. Extend yarn from the school house to Korea, including the various countries.

B. Rules and Reasons for Right Behavior

p. 8 Learn how to say "Please," "Thank you," and "Excuse me" in both Korean and English. Practice saying these expressions fluently and use them on appropriate occasions. Note that American friends use them more often than Korean friends do.

Remember that courtesy, cooperation, and respect do not mean shyness, submissiveness, and silence.

p. 10 Note to the Teacher. The teacher should make every effort to build positive attitudes toward the culture and customs of Korea. Encourage children to participate in the classroom activities and to share their experiences with other children. Help Korean children to develop positive and open attitudes along with courteous and polite behavior.

UNIT II: FRIENDS AT SCHOOL

A. Friends through Work

p. 19 Discuss the fact that most of the mothers in Korea stay at home and take care of their families only, but that most of the mothers in America work outside and use their salaries to help buy food and clothing for their families as well as take care of housekeeping.

B. Friends through Play

p. 19 Discuss with the class the different kinds of play and games which the pupil enjoys in Korea.

Find the differences and similarities between Korean and American games. For example:

팽이 (pang ehe)	tops
공기 (gong gie)	jacks
줄넘기 (jul numgi)	jumping rope
고누 (go noo)	tic-tack-toe
돌차기 (dol chagi noli)	hopscotch
	dots, star wars

With the help of the teacher, invite a resource person in to teach the class how to do a Korean folk dance. Suggest Korean games to play or Korean songs to sing. A sample song follows:

"Bom Nah Dle Ehe"

봄 나들이

Nali Nali Gae Nali
Eebae ddada mulgo yo
Byung ah ritte jong jong
Bom nahdle gamnida.

나리 나리 개나리
입에 따다 물고요
병아리 떼 종종종
봄 나들이 갑니다.

Discuss how Korean children play outdoors with neighbor children as a group in Korea — e.g., play soldiers, hide-and-seek, ball, house, hopscotch, jumping rope, and many other group activities. Discuss the reason why the Korean children have more pastime activities outdoors than indoors.

UNIT III: GOOD FRIENDS

A. Friendship

p. 29 Listen as the teacher reads 흥부와 놀부 (Hung Bu wa Nol Bu). Discuss the ways in which Nol Bu was very unkind, selfish, greedy, and foolish. Consider why Hung Bu was rewarded with great fortune.

Discuss the friendship between Korea and America. Talk about World War II and the Korean War and find out how America helped Korea in two wars. Invite a Korean War veteran to the class and listen to his stories of courageous fighting.

View the picture of Bell of Friendship which was given to the American people by the Korean people as a bicentennial gift in 1976.

Talk about different ways in which the pupil can be a friend to newcomers from Korea at home, in school, and in the neighborhood. Talk about ways to help the newcomer to the school or neighborhood feel comfortable — e.g., helping to learn the new language and customs.

B. Ways of Being a Friend

p. 31 Discuss the Viet Nam War. Listen as the teacher tells how Korean soldiers not only fought during the war, but also helped many refugees after the fall of South Viet Nam.

Contribute to a list of ways in which friendly countries help one another. What are some reasons for countries making friends with one another?

Discuss the reasons why in friendship a country needs to give as well as to receive.

Talk about friends in Korea and in America who are people very much like ourselves in many respects and the different benefits we derive from each other by trading with one another or learning about one another.

UNIT IV: OUR SCHOOL WORKERS

B. Workers for Our School

p. 41 With the help of the teacher, invite a Korean nurse, doctor, and dentist to visit the classroom to share their job experiences. Help list their contributions to children's well-being. Ask them what kinds of disease most Koreans have to be cautious about. Share experiences of these people who contribute greatly to American society.

Discuss Korean foods. Tell why most Korean foods are healthful foods. Note that seaweeds, "Keem," and fish are highly nutritious.

Bring some Korean foods to school and have lunch together.

Point out the necessity of brushing teeth after eating "Kimchi." Note that some food has such a pungent odor that it annoys some friends.

Discuss simple rules about what to do in an accident emergency. Help list in steps on the chalkboard. Write them in the safety booklet in Korean and in English, and memorize.

Write experience stories and combine them into a booklet. Use new vocabulary words in Korean and in English, such as:

prevention	방지	hazard	부주의
flammable	위험	carelessness	태도
combustion	가연성의 (불타기 쉬운)		

UNIT V: OUR FAMILIES

A. Elements of a Family

p. 52 Discuss large families in Korea. Note that some have many children and uncles, as well as a father, mother, grandmother, and grandfather. Sometimes they all live together in the same house.

Discuss the role of a Korean mother, as a mother at home and a worker outside. Note that a Korean mother not only cooks at home mandu, japchai, bulgogi, and kalbi, but she also works at the factories, stores, hospitals, or schools in America.

Make a genealogy chart and check the names of a grandfather and a great-grandfather. Remember that most Korean families keep a family tree called "Jokbo."

View the film Children of Korea and compare the lives of children in Korea and the lives of children in America.

Participate in discussing that older people in Korea are highly respected in Korean families. Point out that good children in Korea are the ones who offer their seats to the older people in buses or trains, who help their grandparents by carrying bags for them, and who become companions for their grandparents.

B. Work of Our Family

p. 53 Say the words of the following song and sing together:

"Abba hago nahago mandun gotbattae
아빠 하고 나하고 만든 꽃밭에
Chaesong hwado boksoong whado hanchang imnida...."
채송화도 봉숭아도 한창입니다.

Note that the Korean families on farm must cooperate with each other during the rice-transplantation season. View a picture of a rice-transplantation, 모심기 (Mosimgi), and discuss why the children on farms have to help their parents and neighbors during this season.

Discuss Korean families and American families and compare them with families at work.

Plan and construct a playhouse. Discuss and decide on size, space, and location either in Korea or in America. List the duties of the family on wall charts and hang in the house.

C. Leisure Activities of Our Family

p. 54 Tell about Korean family celebrations, birthday, holidays, and weddings, where special foods are prepared and enjoyed. Share a treat with classmates such as Korean rice cake, mandu (egg-rolls), sweet and sour pork, japchai, bulgogi and yaksik.

View slides showing Korean family fun and the filmstrip "Family Fun," and compare the fun each pupil's family has with those of the slide and filmstrip families.

D. Rules for a Happy Family

p. 55 Discuss similarities and differences in American and Korean family rules. (Korean children put more emphasis on their family unit than American children do. Some Korean family rules are: Children are strictly forbidden to talk back to the parents, and they greet them in the morning, 안녕히 주무셨어요? (Annyung hee jumu syut seyo?) They say, 안녕히 주무세요(Annyung hee jumu seyo!) before they go to bed. At the meal table they are not allowed to eat before their father starts to eat.)

Find out why some of these rules are applicable in America and why other rules are not applicable to a Korean family in America. Explain why some Korean family rules should be preserved here.

Make a list of "Happy Korean Family Rules" in America. Write these rules and assemble into a booklet to be taken home.

UNIT VI: OUR NEIGHBORHOOD

A. Elements of a Neighborhood

p. 65 Help the teacher make a picture dictionary of the types of Korean stores and services available to a Korean neighborhood community. Cut out pictures or make three-dimensional objects to be used as representations of the Korean store described or its merchandise.

p. 66 Compare the houses in Korean neighborhoods and American neighborhoods. Note that city buildings in Korea are similar to the buildings in America, but that most of the regular houses in Korea are quite different from American houses.

Observe the pictures of Korean and African thatched houses, paying attention to the similarities of their roofs.

p. 67 Discuss the fact that Chicago is made up of many ethnic neighborhoods, including a Korean one. Watch a Korean parade on American Independence Day, and review the parade in Korea on Korean Independence Day.

Help the teacher make a picture dictionary of the different people who live and work in the Korean neighborhood.

Share with the class experiences when visiting friends or relatives who live in other neighborhoods. Compare the various places and businesses seen in that neighborhood with those to be found in the Korean neighborhood.

Give reasons why it is important that the various ethnic neighborhoods have friendly and helpful relationships with each other.

Tell about a trip to Korean stores on Clark Street, and compare the Loop stores with those on Clark Street.

p. 68 Illustrate, by painting, the costumes of Korean people. Discuss how they are different from other ethnic costumes.

Bring to class copies of the Korean community newspapers. Clip pictures showing citizens serving, improving, or conserving their neighborhood.

Cut colored papers and make Korean dresses, 치마 저고리 (chima jogori). Add to the bulletin board entitled "Chicago, a Cultural Mosaic."

UNIT VII: TRAVEL FROM PLACE TO PLACE

A. Elements of Travel

p. 79 List the reasons why Korean families immigrate to America. Share experiences about air travel, including traveling from Seoul to Chicago.

Discuss means of commuting in Seoul and discuss bus riding in Korea. Tell the cost of bus fare in Seoul. Compare this cost to that of a ride on a bus here in Chicago.

B. Means of Travel

p. 80 Share experiences about riding in oxen carts, 달구지 (dalgugi) in the countryside of Korea. Note that some farmers still use them in the countryside.

Sing a Korean song about trains, such as 기차길 (Gicha gilyup).

"Gicha gilyup omaksali
Ahgi ahgi jaldo janda
Chik pok chik chik pok
Chik chik pok pok chik chik pok
Gicha soli yoran haedo
Ahgi Ahgi jaldo janda."

Share with the other members of the class the experience of a ride on a plane from Seoul to Chicago. Discuss the scene viewed from the airplane.

C. Highlights of Travel

p. 83 View the films Korea and Sulok Mountain. Discuss the breath-taking scenery. List the parks and shrines visited in Korea. Cut the colored paper into shrine-shapes, trees, pagodas, and a bell. Construct a big mural and hang these features on it.

Build a bulletin board around the theme of travel to Korea.

In Seoul we saw pagodas, palaces of kings, and our relatives.

UNIT VIII: OUR FARMER FRIENDS

A. Elements of the Farm

p. 93 Write a composition about the many useful items we get from our farmer friends. (Illustrations of such compositions can be added, as below.)

> Many things grow on the farm.
> Rice grows in the rice paddy field.
> Baechu and moo grow on the farm.
> The farmer helps things to grow.
> He plows the land by a yoked cow.

Consider some of the following questions:

> When are the following products usually in season--bori (barley, cham wei (melon), minari, shukgat, gam (persimmon)?
>
> How does the farmer sell the produce?
>
> How are the Korean open markets different from American grocery stores?

p. 94 Gather information on the rice farmer in America. Study which sections of America grow rice and whether they use the same method as Korean farmers.

Check various kinds of rice in the grocery store. Bring them to school and study the ethnic groups which eat certain kinds of rice.

Learn where the farmer grows 배추 "baechu (napa)," 무 "moo (turnip)," and 석갓 "shukgat" in America.

Make a picture dictionary of new words related to the unit in English and in Korean. Find and cut out corresponding pictures to correlate with words such as:

corn	옥수수	duck	오리	barley	보리
pig	돼지	wheat	밀	turnip	무
cow	소	cotton	목화	napa	배추

B. Identification of the Farmer

p. 96 View the film Korea and compare the work of an American farmer with that of the Korean farmer.

C. Comparison of the Farm Community and Our Community

p. 97 Invite to class a mother or father who came from a Korean farm. Ask him/her questions pertaining to the life of a Korean farmer. Ask questions pertaining to the size of the town or community, kinds of schools, places for recreation. Plan this with the teacher.

Listen to the teacher explain that most farmers believe in Buddhism and that there are many shrines in the countryside.

Listen as the teacher tells about the things done for work and play on a farm in Korea. List, as in the examples below:

for play—

fishing in the creek	시냇물에서 고기잡기
catching grasshoppers	메뚜기 잡기
riding in oxen cart	소수레 타기
playing hide-and-seek in a hay stack	짚단 속에서 숨바꼭질 하기
going to the market place	시장에 따라가기

for work—

selling fruits and vegetables	야채나 과일 팔기
digging a well	우물 파기
feeding animals	동물에게 먹이주기
tying up straw in sheaves	짚단 묶기
rice-planting in a rice field	논에 모심기
making or twisting a rope	새끼 꼬기

Listen to the teacher explain the reasons people plant trees and why they should not cut trees without planting more. See how the trees protect land and preserve water for a long time.

Discuss how Korean children help their parents to plant trees. Tell about Korean Arbor Day.

UNIT IX: ANIMALS FROM ALL OVER THE WORLD

A. Elements of the Zoo

p. 108 Write experience stories about the trip to Chang Kyung Won, in Seoul. Empahsize the interesting things that were done and seen there.

Discuss the means of transportation used to get there.

B. Our Zoo Friends

Observe as the teacher lists on the board the various regions of our world according to climate, and explain that different animals live in different types of climate. Ask, "What kind of animals can we find in Korea, and what region of our world is Korea in?" For example:

Moderate regions: China Korea Japan U.S.A. England
Animals: black bear tiger rabbit cow horse deer

p. 111 Compare the sound animals make as written in Korean and English.

tiger	"grr"	"uh hoong"	어흥
cat	"meow"	"ya woong"	야옹
cow	"moo"	"um - mae"	엄매
rooster	"cock-a-doodle-doo"	"kokio kokio"	꼬끼오
dog	"bow wow"	"mung mung"	멍멍
pig	"oink oink"	"kul kul"	꿀꿀

Discuss the reasons why cows are so important to farmers in Korea. Note the fact that the cow helps farmers to plow the land and carries the produce to home and market.

Suggested Tour Preparations

p. 117 Make a bulletin board with animal pictures with names in both Korean and English.

tiger "bum" (범) pig "doeji" (돼지)

elephant	코끼리	lamb	양
fox	여우	turkey	칠면조
lion	사자	kangaroo	캥거루
giraffe	기린	monkey	원숭이
leopard	표범	polar bear	백곰
deer	사슴	beaver	해리
seal	물개	camel	낙타

Sing together Korean songs about animals. For example—

UI LOOK SONG AHJI	얼룩 송아지
Song ahji song ahji	송아지 송아지
Ul look song ahji	얼룩 송아지
Umma soh do	엄마 소도 얼룩소
Ul look soh	
Umma dalmatne.	엄마 닮았네

UNIT X: PEOPLE IN ANOTHER AMERICAN CITY--SAN JUAN

A. Comparison of People of San Juan with Chicagoans

p. 152 Write a composition and illustrate a story about how the pupil practices being a good citizen of America, as in the following example:

I am a good citizen of America.
I love America, and I love Korea too.
I help this country.
I obey laws and regulations.
I try to be a citizen.

Write letters to friends in Seoul, telling about Chicago and friends in America, as in the following example:

그리운 옥자에게

옥자야 그 동안 잘 있었니?

참 보고 싶다. 시카고로 이사온 오두막에 있는
미국에서 세번째로 크고 아름다운 도시란다.
네가 미국에 오면 시카고를 구경시켜 주고 싶다.

안녕.

길자로 부터

B. Types of Activity of People of San Juan

p. 154 Observe as the teacher locates Chicago, San Juan, and Seoul on the map or globe, and extend yarn between the three cities. Note that San Juan is south of Chicago.

p. 155 Listen as a Spanish-speaking guest recites a few familiar expressions for the class. Comprehend the meanings in Korean too.

Buenos días, niños. Good morning, children. 여러분, 안녕하세요.

Hasta luego. See you later. 다시 만납시다.

Muchas gracias. Thank you 감사합니다.

De nada. You're welcome. 천만에요.

C. Ways of Living in San Juan

p. 155 Discuss the similarities and differences between Puerto Rican foods and Korean foods.

Name some classmates or neighborhood children who came from Puerto Rico. Share similar experiences the Puerto Rican have had in America, like traveling, getting homesick, being away from home, learning different languages and customs.

p. 156 Discuss with the teacher the similarities and differences between living in Seoul and in San Juan. Point out how climate affects activities, shelter, and clothing in each place.

Listen as the teacher explains the types of recreation enjoyed by children and adults in Puerto Rico. Compare their sports and games with those enjoyed in Korea. Draw pictures of children in San Juan and in Seoul enjoying themselves.

D. Features of Interest in Puerto Rico

Listen as the teacher tells about the climate in San Juan. Note the new words both in English and in Korean, such as:

earthquake 지진	hurricane 태풍
irrigation 관개	tropical 열대성

UNIT XI: PEOPLE IN A SOUTH AMERICAN CITY--SAO PAULO

A. Comparison of People of Sao Paulo with Chicagoans

p. 167 Locate Asia on the globe and locate Korea and Seoul. Observe as the teacher locates the continent of Asia on the globe and discusses the surrounding water areas, the size of continents, and the distance between the continent of Asia and the continent of South America.

p. 168 Add to the composition on page 168 as in the following words:

Seoul is a city.
Seoul is in Korea.
Korea is a country.
Korea is in Asia.
Asia is a continent.
This is where Young Hee lives.

B. Types of Activitiy in Sao Paulo

p. 169 Listen as the teacher explains some interesting facts about Seoul along with Sao Paulo. Note that it is Korea's largest city and its capital, a very modern city with skyscrapers and beautiful buildings.

Draw an outline map which includes Asia, North America, and South America. Locate Seoul in Korea, Sao Paulo in Brazil, and Chicago in the United States.

Outline Map

p. 170 List products from Korea along with North American and South American products.

In Korea
Farming is done.
Rice is grown.
Automobiles are made.
Houses, stores, and schools are built.
People play.

People work as —
- policemen
- storekeepers
- farmers
- factory workers
- office workers
- entertainers
- statesmen
- teachers
- doctors
- mailmen

Listen as the teacher explains the types of recreation the people of Sao Paulo and Chicago enjoy. Contrast and compare with the sports and recreation that people in Seoul enjoy.

Write and illustrate stories using the various types of work and play as themes; for example --

The men of Seoul work to earn money.
They grow rice.
They drive cars.
They drive taxis.
They grow barley.
They drive buses.
They grow soybeans.
They work in factories.
They work in offices.
They work in stores.
They work all day.
The women of Seoul work.
They make wigs, shirts, and other things.
They teach children.
They work all day.
The children of Korea help fathers on the farm.
They help grow rice, barley, and soybeans.
They help to take care of their sisters and brothers.
The people of Seoul play.
They like to play.
They like baseball.
They like soccer.
Everyone plays in Seoul.
They like to work and play.

C. Ways of Living in Sao Paulo

p. 171 Discuss types of housing, food, clothing, traditions, activities in Seoul and compare with those of Sao Paulo.

View the film Korea. Cooperate with the teacher in making a list of similarities and differences among children in Brazil, Korea, and America.

Listen as the teacher explains Korean traditional houses, 기와집 (kiwajib), and old countryside house, 초가집 (chogojib). Find some reasons why Western-styled houses and buildings have to replace them in some parts of Seoul.

When creating the collage "Skyscrapers of Chicago--Skyscrapers of Sao Paulo," create the collage "Skyscrapers of Seoul." Toothpicks may be used in outlining the building forms.

List favorite Korean foods, 김치 (kimchi), 불고기 (bulgogi), 만두 (mandu), 잡채 (chap chae), and 찌개 (chigae). Gather information about the traditions of Sao Paulo. Compare this with Korean tradition.

p. 172 Draw and cut out pictures of people of Seoul. Compare the similiarities in dress of the people of Chicago, Sao Paulo, and Seoul. Have them doing a variety of things (both work and play).

D. Features of Interest in Sao Paulo

p. 172 Write a composition about the many things that pupils did when they lived in Korea. Compare these with the activities of the children of South America.

Write a composition and map a route showing the means of transportation the pupil would take from Chicago to Sao Paulo to Seoul and back again.

Review the lessons pertaining to globe and map study and become more familiar with the location of Sao Paulo, Chicago, and Seoul.

Make a list of products that Korea exports to South America and North America.

Listen as teachers tell stories about Korean ships and sailors and of experiences sailors had in South America.

Find out how many Koreans live in Sao Paulo and Brazil and what kinds of jobs they have.

Write letters to the Korean children in Sao Paulo, such as the following:

안녕하세요?

우리는 시카고에 살고 있습니다.
우리는 그곳 어린이들과 친구가 되고 싶습니다.
사진이 있으면 보내 주세요. 브라질 이야기도
들려주세요.

안녕

독자들 작품

Set up a table displaying the imports Korea receives from Sao Paulo and exports Sao Paulo receives from Korea. Label each item.

Teacher Information

Below is general information regarding Seoul. For more details, consult the Encyclopedia Britannica under "Seoul."

Seoul (soul) - means capital in Korean language.

area - Seoul is the largest city of Korea.

location - It is located in the central part of Korea.

climate - Seoul has continental weather, ranging from cold to hot. It has four seasons. It has a monsoon season in August.

language - Korean is used.

population - 6,500,000

industry - Seoul's industries include the processing of foods and the manufacture of such products as ships, wigs, clothes, shoes, and electronics.

agriculture - Crops in Korea include rice, barley, wheat, rye, and millet.

Interesting places to visit: Kyungbok Palace, Changdok Palace and Biwon, Changkyung Won, Namsan Tower, Children's Great Playground, Dunksoo Palace, and National Museum.

Miscellaneous information:

List:
Seoul is the capital of Korea.
Seoul is the leading center of publishing houses, theatres, and museums in Korea.
Students of middle and high schools wear uniforms.
The city has many elementary schools, high schools, and universities.
It has a world-famous Ginseng product company.
Many American families and soldiers stay in Korea.

PRIMARY TWO

UNIT I: OUR COMMUNITY

A. Elements of Our Community

p. 6 Listen as the teacher explains and discusses the term 한인 사회 (Korean community).

Discuss the term 도시 지역 (urban area) and make a chart of the elements that are part of an urban area, both in English and in Korean, including —

bank 은행	family 가정 가구
church 교회	fire station 소방서
clinic 보건소	industry 산업
club 클럽	laundromat 세탁소
library 도서관	park and playground 공원과 놀이터
post office 우체국	police station 경찰서
restaurant 음식점	school 학교
settlement house 사회관	shopping plaza 쇼핑 프라자
Y.M.C.A.	youth center 청소년 회관

p. 7 Imagine the Korean community without Korean stores and discuss the changes that would occur in relation to family living and community living.

p. 8 Make a "new word" dictionary, both in English and in Korean, and hang it on the wall. Include such words as:

인종 (ethnic) - 생김새와 말에 의하여 구별된 사람들의 무리

지역사회(community) - 이익과 봉사를 같이 나누며 일정한 지역안에 사는 사람들의 무리

도시지역(urban area) - 도시의 구역

교외 지역(suburban area) - 시외의 구역

의존 하는(dependent) - 도움을 필요로 하는

유리한 점 (advantage) - 좋은 점

협력 (cooperation) - 서로 도우며 같이 일하는것

상호 의존적(interdependent) - 서로 도움고 도움을 필요로 하는

p. 9 Make an experience chart of the information gained during the visit to stores in the Korean community; for example, certain Asian ethnic groups may be fond of a particular kind of food.

Draw a map of the Korean business area on large sheets of paper. Show location of Korean stores, restaurants, and other places of Korean business. If a flat map is constructed, models and figures of wood, cardboard, or clay may be used to designate points of interest.

B. People and Customs of Our Community

Talk about the Korean community. Give its name, the boundaries, and the area where the main Korean business activity is concentrated.

p. 10 Collect and bring to class several community newspapers, such as The Hankook Ilbo, The Joong Ang Ilbo, and Donga Ilbo. Listen as the teacher reads selected articles about places and things of interest. Observe the pictures and note how people of the Korean community work together.

Share experiences about living in a Korean community. Make comparisons with people who live in a different community or who are newcomers to the school.

UNIT III: FOOD IN OUR COMMUNITY

A. Purchase of Food

p. 36 Take a walk to the community business section to observe the kinds of business carried on, such as a Korean restaurant, food store, and gift shop business.

B. Original Sources of Foods

p. 37 Make a simple chart listing the various kinds of food by putting them in categories both in English and in Korean, such as:

cereals and bread 곡식과 식빵류
밥, 빵, 시리얼

fish and meats 생선과 고기류
고등어, 조기, 갈치, 꽁치
쇠고기, 돼지고기, 닭고기

fruits and vegetables 과일과 야채류
사과, 오렌지, 배, 김치, 여러가지 나물

milk and dairy foods 우유와 낙농류
우유, 치즈, 버터

C. Types of Foods

p. 38 Discuss the different ways in which Korean food is prepared. Visit the Korean food store in the neighborhood and ask the owners how they get all kinds of Korean food.

Make a chart listing foods enjoyed by Korean, such as:

김 gim (laver)
미역 miyuk (sea weed)
고추장 gochijang (hot pepper paste)
된장 doenjang (soybean paste)
간장 ganjang (soy sauce)
냉면 naengmyun (a kind of noodle)
나물 many kinds of nanool; doraji, gosari, sannamool (herb)
인삼차 ginseng tea
젓갈 pickled anchovy, pickled clams, pickled shrimps
마른생선 dried fish
김치 many kinds of kimchi (a kind of pickled radish or vegetables)
두부 tooboo (bean cake)
식혜 shikhye (Korean punch)
엿 yut (rice candy)
수정과 soojungkwa (drink)
불고기 bulgogi, galbi (short ribs)
떡 duck (rice cake)

Share experiences about the ways a mother preserves food, such as making kimchi, pickling cucumbers.

Listen as the teacher tells about the methods Koreans have used to preserve foods in order to have a food supply through the year.

Discuss the various ways of Korean people at meals, such as habits, customs, and food preferences.

p. 40 Make a list of foods that might be included for a family meal in Korea. Compare this list with that made for an American family.

Korea		America
밥	bab (rice)	bread
국	gook	soup
김치	kimchi	pickled cucumber
불고기	bulgogi	beef steak
갈비	galbi	bacon
순대	soondae	sausage
산나물	sanamool, bean sprouts	vegetables
간장	soy sauce	salt
김치 찌개	kimchi jige	desert

Write simple compositions about the foods enjoyed by families of Korea, such as bulgogi, jabchai (mixed vegetables with noodle), kimchi jige, kimchi. Discover how many of these foods are enjoyed by Americans too.

List some of the food contributions of Korea to the people of the United States.

Visit some Korean restaurants and ask the waiters what kind of Korean foods Americans prefer.

Observe as your mother prepares a Korean food, such as jabchai, bulgogi, or kimchi.

Recipes from Korea

This week's favorite recipe
by Oksoon Kim

Bulgogi

sliced beef (3 lbs), green onion (diced)
onion (diced), mushroom (sliced)
soy sauce (6 tbs.), pepper (dash)
sugar (3 tsps.), garlic (minced)
vegetable oil or sesame oil

Marinate meat for four hours in the mixture of all the above ingredients.

UNIT IV: CLOTHING IN OUR COMMUNITY

A. Purchase of Clothing

p. 51 Make a map of the Korean community business area on a large sheet of paper. Show locations of Korean clothing stores. If a flat map is constructed, models and figures of wood, cardboard, or clay may be used to designate points of interest.

Bring to class Korean costumes, such as baji, chima, jergori, or arirang dress. Write sentences describing each article of clothing and the materials used. Discuss the variety of colors in Korean costumes.

B. Sources of Clothing

p. 53 Discuss the sources of cloth which are well known to Korean people. Discuss with the class the question "Where can we find information about the sources we do not know?"

E. Care of Clothing

p. 55 Relate climate to the type of clothing worn in Chicago, Montreal, Mexico City, and Seoul. List the factors which influence the type of clothing worn in each of these urban communities.

UNIT V: HOMES IN OUR COMMUNITY

A. Kinds of Dwellings

p. 64 Bring pictures of Korean houses, such as keewajib or chogajib, and compare these with American ones in materials.

Listen as the teacher explains that the roof of the keewajib consists of keewa, stone, and lumber, while the roof of the chogajib consists of rice-straw, stone, and lumber.

Construct a "Home in Korea" display by making homes from various materials: blocks, plastic, straw, twigs, stone, clay. Label each home in both languages, English and Korean.

B. Factors in House Construction

p. 65 Make a list of people who work in the building of a house. Make illustrations showing these people and the tools they use. Label them in both languages, English and Korean; for example—

carpenter	목수	paint can	칠통
plumber	연장공	bricks	벽돌
electrician	전기기사	saw	톱
painter	페인트 칠하는 사람	screw driver	나사돌리개
brick layer	벽돌공	plug	플러그
hammer	망치	brush	솔
wrench	렌치	putty	퍼티
switch	스위치		

Make an individual booklet about each of the workers.

p. 66 Compare the construction of homes in America and in Korea. Note similarities and differences.

C. Conservation of School Property

p. 78 Make a picture dictionary of school equipment in both languages, English and Korean. Include some of the following in the booklet:

book 책
easel 이젤
television set 텔레비전
chalkboard 칠판
filmstrip 필름스트립
chalk 분필
projector 영사기
swing 그네
desk 책상

D. Workers in Our Schools

p. 79 List the people who work in the school. Illustrate this list by making individual pictures and mounting these on a bulletin board. Write a title and caption, both in English and in Korean, as follows—

These are workers at our school—
이 사람들은 우리 학교에서 일하는 사람들입니다.

boys and girls
남녀학생들

officer friendly
경찰관 아저씨

clean-up helpers
청소부 직원

volunteer
지원자

teachers
선생님들

engineer
기사

cafeteria helpers
식당 직원

teacher aides
보조교사

principal
교장선생님

fire fighter
소방관

safety patrol
안전을 도와주는 사람

clerks
사무직원

nurse
간호원

UNIT VII: RECREATION FOR OUR COMMUNITY

A. Places for Recreation

p. 91 Bring pictures of famous parks in Korea, such as Hyochang gongwon, Samchung gongwon, Jangchong gongwon in Seoul or Yongdusan Park, Songdo Resort, Kumgangwon in Pusan. Compare the parks in Chicago with ones in Seoul or Pusan.

p. 92 Sing favorite songs of Korean children. Create original rhythmic activities to interpret songs and games. Learn a dance that children of Korea might know.

B. Types of Recreation

p. 93 View the film Children of Korea; observe the ways Korean children have fun together.

Listen to records of Korean music.

Discuss how some adults use a particular sport as a means of livelihood in Korea, such as soccer, baseball, or volleyball.

Listen as the teacher explains the traditional recreations of Korea, such as shirum, gangangsooworlae.

p. 94 List the games and sports most Koreans like to play; bring in pictures of these.

Learn how to play soccer, a popular sport in Korea.

Listen as the teacher explains how to play 보물찾기 (bomoolchatgi); have a game at a park or forest preserve.

p. 95 Listen to records of Minyo Korean songs, such as Arirang or Doraji. Be aware of the variety of sounds found in Korean music, such as janggo, book, piri, goenggari, and kayakum.

Compare the sounds of Korean musical instruments with Western ones, e.g.—

jang go with a large drum
book with a small drum
piri with a flute
goenygari with a tambourine
kayakum with a harp or cello

UNIT VIII: EFFECT OF WEATHER AND CLIMATE ON OUR WAY OF LIVING

A. Elements of Weather and Climate

Make a large monthly calendar with a legend and fill in the days according to the weather:

MARCH 삼월					Legends 범례
Mon. 월	Tues. 화	Wed. 수	Thurs. 목	Fri. 금	☼ Sunny 맑음
					rainy 비
					cloudy 구름

Make a word dictionary including moisture 습기, precipitation 강수, seasons 계절, cloud 구름, regional 지역의, and probability 가능.

B. Seasons of the Year

p. 107 Collect songs about seasons, such as bommaduli, sanbaram, ganybaram gaw olbaran, mungot-songee; sing songs together.

Paint "Korean screens 병풍" depicting the four seasons of the year.

C. Effects of the Seasons in Various Areas

p. 109 Send a letter to the Department of Weather in Korea to ask for materials on weather and climate. Compare Korea and Chicago weather and climate.

UNIT IX: TRANSPORTATION—PAST AND PRESENT

A. Elements of Modern Transportation

p. 124 Discuss how Korean students came to Chicago from Korea. Find out how much it costs to travel from Korea to Chicago by airplane or ship.

Help the teacher list goods that came from Korea. Make a chart of several imports from Korea, including the following items. Discuss how these items are brought to Chicago.

tires	clothing
radios	bicycles
batteries	china
television sets	shoes

p. 131 Plan a trip from Chicago to Korea. Look at a global map and discuss the various means of transportation needed to get to Korea. Make a picture of each transportation needed and hang it on the wall or bulletin board.

B. Workers in Transportation

Make several charts listing the various workers involved with transportation, in both English and Korean, as demonstrated below. Discuss responsibilities of each.

Workers on Airplanes 비행기에서 일하는 사람들	Workers on Freight and Passenger Boats 화물선과 여객선에서 일하는 사람들
navigators 조종사	captains 선장
pilots 조종사	navigators 항해장
co-pilot 부 조종사	firemen 화부
stewardesses 스튜어디스	waiters 식당으로 사장
	cooks 요리사

UNIT X: COMMUNICATION--PAST AND PRESENT

A. Elements of Communication

p. 150 Make telephones with strings, two cups, two small pieces of toothpick; then have fun with them in a communication game.

Collect many letters and other mailings, including those sent by airmail, seamail, aerogram, postcard, or parcel post from Korea. Discuss the difference in price for the service because of distance and time.

p. 151 Visit the local post office to watch the various activities of postal workers; have a "Ucheboo Nolee" (play mailman).

p. 155 Prepare a list of the radio programs which are in Korean. Note the variety and types. Include news, drama, and weather. Discuss the value and need of such programming for the Korean-speaking members of the community.

Bring newspapers in Korean and in English, and compare them with each other. Point out items which are similar or different in each.

C. Early Communication

p. 158 Listen as the teacher explains 봉화 (bonghwa), the Korean communication system since the second century A.D.

Listen as the teacher explains how early Koreans developed their communication system by using horses and relay posts (yukma) 역마 and (pabahl) 파발.

D. Improvements in Communication

p. 159 Make a new word dictionary of terms used in this unit both in English and in Korean, such as:

radar 전파 탐지기	telegram 전보
cablegram 해저전보	telstar 통신 위성
satellite 인공 위성	

UNIT XI: ANOTHER UNITED STATES URBAN AREA—DETROIT

A. Comparison of Seoulians with Chicagoans

p. 181 Listen as the teacher talks about the beauty and the history of Seoul.

Observe the pictures the teacher has brought. Note the differences in architectural design.

Help the teacher make a chart listing what language is spoken there, what items of interest to learn about, where Seoul is, how we travel to Seoul, what we would see in Seoul, what the people of Seoul eat, what their schools are like, what kinds of clothes they wear, and how they travel.

Learn some Korean expressions. Cooperate with the teacher in making a chart listing the expressions to be learned. A sample chart follows:

English	Korean
Good morning.	An-nyunghee joo moosyusumnika.
Good night.	An-nyunghee joo moosyuyo.
Thank you.	Go mabsumnida.
How are you?	An-nyunghaseyo?
Good-bye.	An-nyunghee gaseyo.

Observe as the teacher pinpoints Seoul on both the map and globe and routes the shortest distance by plane and ship between Chicago and Seoul.

Write a class letter to Korean Air Lines requesting travel information and posters of Seoul. Display this material in the classroom. Write appropriate titles and captions.

Take turns locating the large cities on the globe. With the aid of a globe scale and the teacher, compute the distance between Chicago and Seoul.

p. 182 Collect and bring in newspaper and magazine articles and pictures about the city of Seoul; share them with other members of the class.

p. 183 Listen as the teacher explains that Seoul is a large city in Korea, as Chicago is a large city in the midwestern part of the United States. Discuss the advantages of living in a large city, such as good transportation and its many shopping areas, restaurants, schools, activities, friends, and places of interest to visit.

Bring in menus from Korean restaurants in Chicago.

Listen as the teacher presents a simple history of the Korean Dynasty; observe the many historical buildings, the dress, and the customs of ancient Korea.

Learn how to count to ten in Korean. Make a chart and copy from it.

English	Korean
Let's count.....	Se un Boja.....
one	ha na
two	dul
three	set
four	net
five	da sut
six	ya sut
seven	il gob
eight	yu dul
nine	a hop
ten	yul

p. 184 Listen as the teacher plays recordings of Korean music or shows filmstrips of Korean artists performing.

Bring in pictures of the way people dressed in ancient Korea. Contrast the styles with those of modern Korea.

B. Types of Activity in Seoul

p. 185 Listen as the teacher tells about the kinds of work that are done in Seoul and in Detroit or Chicago.

Bring in objects that are a part of Seoulian culture and a part of the work the people of Seoul do. Display these objects on a table and label them.

Learn how to play a Korean marble game, "gong gi."

Write compositions about the things people of Seoul do. Suggested occupations include street cleaner, shopkeeper, policeman, teacher, lawyer, and doctor.

Discuss the dress and transportation facilities of modern Seoul and note similarities to our dress and means of travel in Chicago.

C. Ways of Living in Seoul

p. 185 Review some Korean words for color. See the color chart below for suggestions:

English	Korean
red	balgang saeg
blue	palang saeg
green	chorok saeg
black	germ jung saeg
white	heen saeg
purple	bora saeg
orange	joo hwang saeg
yellow	nolang saeg

p. 186 Make a list of the foods which have become the favorites of Americans, such as bulgogi, jabchae, kimchi.

Make a bulletin board with drawings to emphasize the type of architecture that makes Seoul such an interesting city to visit. Draw such buildings as Namdaemoon, Dongdaemoon, Kyungbokgoong, Ducksoogoong, Kyunghoeru.

Plan with the teacher and classmates a Korean luncheon. Invite the school principal or teachers to share this luncheon. The menu may include a listing in English and Korean. A sample menu follows:

Korean	
bulgogi	불고기
jabchae	잡채
galbi	갈비
shikhye	식혜
kimchi	김치
gimbab	김밥
mando	만두

D. Features of Interest in Seoul

p. 187 View a film such as Korea and observe the many beautiful traditional places and objects of interest.

Learn about other places of interest in Korea. Make a chart about places to see in Korea, including the following:

Pusan - the largest Korean seaport.
Gyongjoo - one of the oldest cities in Korea, with ruins 1,200 years old.
Ulsan - one of the largest industrial cities in Korea.

PRIMARY THREE

UNIT I: CHICAGO--OUR GREAT CITY

A. Physical Features

Take part in a discussion in which one pupil assumes the role of a resident of Seoul and another pupil assumes the role of a resident of Chicago. Explain why each prefers living where he/she does.

B. Diversity of Population

p. 7 Note that Koreans constitute nearly all of the population; in Korea there are fewer foreign residents than in America.

Learn these and other Korean words: chingu, gamsahamnida, jom. Include them in a role-playing of family life.

Collect pictures from Korean newspapers--such as Hankook Ilbo, Dongailbo, and Joongang Ilbo--of people at work, at play, and at home in Seoul. Examine and discuss the pictures to decide what they tell about people living in Seoul. Compare the lives of people in Seoul and in Chicago.

Discuss some of the problems confronting the pupil who comes to a strange or "foreign" city.

Celebrate special Korean holidays--such as the Korean New Year, Samil Jul, Korean Liberation Day, or Chusuk (Fall Festivals)--with songs, dances, stories, books, records, and food.

Locate Korea and U.S.A. on a globe. Note that more than 40,000 Korean people have come to make their homes in Chicago.

Include a Korean song with the songs of other countries, such as the following:

고향의 봄

나의 살던 고향은 꽃 피는 산골
복숭아꽃 살구꽃 아기 진달래
울긋 불긋 꽃대궐 차리인 동네
그 속에서 놀던 때가 그립습니다

Display the original Korean dress by organizing "a dress-up day." (Korean dress should be researched and could be constructed from cloth and crepe paper.)

Make a picture album of or a list of famous athletes, businessmen, writers, musicians, and artists from Korean-Americans.

Learn the Korean folk song "Arirang" in both Korean and English. Notice the difference in rhythm from Western music as follows:

"Arirang" in Korean

Arirang, Arirang, Arario!
Arirang kokairul numuh ganda
Narul burigo gashinun imum
Shim rihdo mongasu balbyung nanda.

"Arirang" in English

Arirang, Arirang, Arario!
Crossing the hills of Arirang
The lover who discards me
Before walking ten li
His feet will be sick.

Make a small flag to represent Korea. Pin the flag to the proper place on the world map.

Discuss the problems which Korean children have in adjusting to life in Chicago and how other students in their school did or did not help them. Tell how Korean students can help other newly-arrived Korean students.

Participate in a role-playing situation in which a new Korean student is welcomed to the class. Demonstrate the kinds of help he/she might need and how the other pupils would provide it.

Explain some of the reasons which might have impelled them to come here and some of the difficulties they might encounter in securing work and shelter.

Invite the president of the Korean American Association and listen as he tells how Korean people get along with other ethnic groups in Chicago.

Start a notebook about your neighborhood. Include stories, pictures, drawings, and models of Korea.

Print room signs in English and Korean.

C. Important Advantages

p. 10 Discuss the farm lands around Seoul and those around Chicago.

Plan a radio interview with some outstanding Korean American businessmen. Have them describe their enterprises in Chicago.

Pretend a pupil is going to Seoul from Chicago. Show the flight on a map of the world following the shortest route to Seoul. Show the shortest flight on the globe. Explain the difference in distances between a direct line route on the map and a great circle route on the globe.

Use a map of Korea to point out how people travel to Seoul from Pusan, Kwangju, Junju, and Taeku.

Compare life in Seoul with life in Chicago. Listen as pupils tell of their experiences living in Korea and what was different and the same. Compare grocery shopping, schools, and transportation.

UNIT II: CHICAGO--OUR BUSY CITY

A. Supply of Basic Needs

p. 27 Find out food sources for Seoul. Discuss why the city cannot feed itself without the help of other areas outside Seoul.

Discuss what would happen to the people of Seoul if, suddenly, all means of transportation into Seoul were destroyed or prevented from entering the city.

Write stories about how the people of Seoul get some of the foods they eat, such as rice, vegetables, fish, meat, and fruits.

Add Korean foods to a chart of foods. For example--

Korean - bulgogi, chapchae, mandu, naengmyun, galbi, kimchi

Plan a visit to a local Korean supermarket and make a list of foods and the places from which the foods come, such as choki (fish), kochuchang, dates, bean sprouts, hot pepper, dangmyun, and rice.

Locate and name countries on the world map. Draw pictures of the foodstuffs sent to Koreans in the Chicago area. Plan a simple menu utilizing some of these foods.

Add Korean foods when the committee prepares a list of foods people of various national and ethnic backgrounds might enjoy. Collect pictures and stories to be used in a bulletin board display: bulgogi, mandu, chapchae, dubu, and milkuksu.

Bring Korean newspapers, such as Hankuk Ilbo, Dongahilbo, and Joongang Ilbo. Find out how many Korean food stores there are in Chicago and its suburbs. Name some other places where the pupil can find Korean or Oriental foods.

Find out the prices of typical Korean goods and services that a family uses.

Find out how Korean foods arrive in Chicago. Make a list of the different kinds of farms which feed Korean people in Chicago.

Develop individual picture dictionaries to define these words in English and Korean:

neighbor 이웃
city 도시
community 동네
cooperation 협동
pollution 공해
conservation 자연보전
race 종족
culture 문화

Make a tour of Korean clothing stores and factories. Find out how many Korean people are working in them.

Describe the different types of dwelling places to be seen in Chicago. Compare houses in Korea and houses in Chicago.

Collect pictures of the various kinds of Korean houses, choga jip and kiwa jip, with other houses in Chicago. Arrange these pictures on a bulletin board display.

Discuss the reasons for so many tall buildings, both in Chicago and Seoul.

B. Provision for Business and Industry

p. 30 Listen as the teacher tells of the many uses of statistics compiled by the Korean Embassy, and of how they are used by many Korean people in America.

Make a list of the occupations of Korean people in Chicago and compare these with the occupations of people in Korea.

p. 31 Learn about the history of Korean money and note that Korea began to use money over five hundred years ago.

Find out that early Koreans used rice as a substitute for money, and when they wanted to buy clothes, they had to bring sacks of rice.

Plan a class bulletin board on the various kinds of work Korean people do in Chicago and show pictures of different people at work. (The board may have such groupings as "People Who Manufacture," "People Who Sell," "People Who Process," "People Who Transport," "People Who Perform Services," "People Who Build," "People Who Repair," or "People Who Work in Banks.")

Discuss how materials are brought into Korea, turned into products, and then transported to stores in Chicago or in other parts of the world.

C. Provision for Trade and Transportation

Trace on a map ship routes for bringing goods to Seoul. Make a bulletin board showing products and the ports they come from.

Use the map of the world to locate Chicago and Seoul. Find out what Seoul gets from Chicago and what it sends to Chicago.

Collect information from Korean airline companies on daily airline schedules. Discuss with the class what schedule to use when taking a trip to Korea.

Use a globe removed from its base to show how planes fly from Chicago to Seoul and back.

Note that the date changes when the airplane flies over the International Date Line.

D. Provision for Government Service

p. 35 Emphasize that children have to follow traffic regulations when they ride bikes or walk on the street. List traffic rules and discuss with the class. Compare them with Korean traffic rules.

Write and share with the class original slogans promoting good citizenship, conservation, or cooperation.

E. Function as "Heart" of a Metropolitan Area

p. 40 Add Korean Independence Day, "Kwangbok Jul," to the bulletin board which has displays on the various parades held in Chicago.

UNIT III: CHICAGO--OUR FAMOUS CITY

A. Center of Attraction

p. 58 Visit the Korean Airlines offices and get the information book which contains the names of hotels in Seoul. Give reasons for so many hotels in Seoul.

Collect pictures of hotels in Seoul from the tourist guide.

Check hotel room rates--monthly, weekly, and daily. Compare these to the monthly rental rate of a home or an apartment. Compare room rates of Korean hotels with those of Chicago hotels.

List things that pupils do during the summer vacation in Seoul. Consider what winter vacationers do in Korea.

List the items Korea exhibits at the International Trade Fair.

Copy and paint large United Nations flags and participate in a United Nations parade. Make and wear a costume or part of a costume of Korea. Share this experience with other rooms or groups.

Discuss the Korean National Museum in Seoul. Talk about the experiences of the visit to the museum.

Bring in the theater or amusement section from one of the Korean newspapers in Chicago and examine the type of Korean entertainment offered in Chicago. See the Korean TV guide and find out what kinds of favorite American TV programs are on Korean TV.

Discuss other types of entertainment Chicago offers its citizens and visitors throughout the year. Compare these to Korean theatres in Seoul -- Sae Jong Moon Hwa-Hwoi Kwon, National Theatre, Dae Han Theatre; Korean House -- Korean folk dances; Walker Hill; and Minsok Chon -- Folklore Village (replica of old Korea); and Minsok Pakmulkwon (in Kyuny Bok Palace).

Discuss Korean displays during the Korean holidays; for example, Nongak Chum and Kang Kang Su Wolae.

B. Center of Education

p. 60 Collect pictures from Korean newspapers, magazines, or postcards of the different schools in Korea, elementary, high, college; public, private schools and universities in Seoul or its suburbs.

Develop a chart of schools which were named for prominent Koreans in Korea.

Plan a mural showing the present schools and the old traditional schools of Korea.

C. Center of Architecture

Make a mural with Korean traditional houses, such as "Kiwajip" and "Chogajip" and with modern skyscrapers.

Collect pictures of great buildings -- Sam Il Building, Rotte Hotel, Midopa Building, Trade Center, Government Building, and the National Assembly Hall (국회 의사당).

Locate the Han River Bridge on the map of Seoul and note that it functions as a connection between Seoul and all other major cities in southern Korea.

Share with the class experiences of living in the countryside of Korea. Explain the difference in facilities and personal responsibilities of a Korean rural dweller and of Chicago high-rise dwellers.

D. Center of Beauty

p. 63 Find the names of Chicago parks and beaches Korean people enjoy. Discuss with the class good and bad points. Discuss how pupils can help to preserve the beauty of Chicago by not littering the parks. Debate the methods and responsibility in maintaining the beauty of Chicago.

Keep the Korean good manners of cleaning up messes near one in the park. Remember that all American ways are not the best ways; for example, some people litter parks and are reluctant to pick up their litter.

Learn all the new words related to the Chicago Flower Conservatory (zoo, yacht basin, gardens, and fountains) in both Korean and English.

Bring to class the various types of leaves to be found in your Chicago community. Check The Encyclopedia Britannica to find their names. Look in a Korean dictionary and find Korean names for each of them. Place the leaves into two groups, those which the Korean pupil can and cannot find in Korea.

Plan a class mural showing the seasonal beauty of trees, gardens, and parks in Chicago and of those in Seoul.

Locate and learn " 나무야 " by 박정흠 . Describe the various ways in which one may draw verbal pictures of a tree at different seasons of the year in the different places described in the selection.

나무야

산에 산에 나무야
어서 어서 자라라
가지 마다 마디 마다
아기 봄이 돋는다
산새 노래 들으며
뾰죽 뾰죽 자라라
골자기에 물소리
장단 맞춰 자라라

물에 물에 나무야
무럭 무럭 자라라
뭉게 뭉게 구름 처럼
종이 종이 자라라
네 팔개를 쭉 떠고
날아가는 올개처럼
너울 너울 춤을 추며
기운 있게 자라라

Compare the size, beauty, and ultimate value to Seoul of such sights as Duksoo Palace, Kyungbok Palace, Biwon, Chankyung Won, Namdae Moon, and Lee Soon Shin's statue.

Write a poem about Korea or Seoul.

Collect pictures from Korean newspapers and magazines showing parks and views of Seoul in spring, summer, fall, and winter. Share them with the class.

UNIT IV: CHICAGO--OUR EARLY HISTORY

A. Indians of Chicagoland

p. 90 Listen as the teacher explains the anthropological theory that the American Indian might have come from Asia by crossing the Bering Strait.

Find out information on early Korean immigrant life in Chicago.

Try to find any similarities of phonetic order between American Indian and Korean words, both of which might have originated in Mongolian language.

English	Indian (meaning)	Korean
Illinois	Illiniwek (man is)	일리
Chicago	Chicagou (strong and mighty)	힘센
Waukegan	Waukegan (trading post)	왁카

Discuss the reason why some Koreans were interested in immigrating to Chicago. What great advantages would Chicago offer?

Explain how the earlier Korean immigrants were important in making it easier for others to follow them.

Find out what kinds of events were happening in Korea while --

Marquette and Joliet were meeting an Illinois Indian chief.

LaSalle was making an entry in his journal and reflecting upon his impression of the surrounding country.

A trapper was trading with the Indians.

A missionary was trying to explain his ways of living to the Indians.

Arrange a bulletin board display of pictures of the traditional Korean customs and costume, and those of the American Indians.

Discuss the similarities and the differences between the traditional Korean ways of living and those of the American Indians.

Plan and participate in a panel discussion relating to the following topics:

What Korean immigrants and their neighbors might have done to improve relationships.

How the Korean way of life differed from that of Americans.

What values are to be learned from a study of the American Indian way of life.

Discuss facts and opinions concerning Indian movies seen in theaters or on TV and have a story-telling time.

Point out that some movies stereotype the American Indians.

B. The First Visitors

p. 94 View the filmstrip "The Story of Father Marquette" and discuss why men such as he were willing to give their health and lives to working among the Indians.

C. The First Settlers

p. 95 Discuss the various hardships the early Korean immigrants encountered in establishing their way of living in Chicago.

Consider the various ways in which the early Korean settlers were interdependent and how, even though conditions are different now, Koreans in Chicago are still very much interdependent.

List the different problems affecting the lives of the early Korean immigrants and add a brief explanation; for example, language, Korean foods, jobs, relations with Americans, health and medical care. List the ways in which such problems are met in Chicago today.

D. Highlights of Growth from Town to City

p. 97 Compare the size of the city in 1833 with its present size. Discuss the reasons for changes in its boundaries. Note whether or not the Korean community lay within, just without, or remote from the boundaries of the original city.

On the map of the city show where Korean immigrants settled in Chicago. Discuss the contributions of Koreans to the growth and improvement of the city.

Discuss the reasons the Korean people coming to the city chose to settle in the same community.

UNIT V: CHICAGO--OUR OWN CITY

A. Recognition of Famous Names in Chicago History

p. 111 Include the names of Korean karate athletes in Chicago who contribute to the development of Oriental traditional sport and self-defense. List other sports in which Korean athletes excel and name well known Korean athletes of each.

Listen as the teacher tells about the problems of Korean immigrants. Learn how they improved their own living conditions in Chicago with the leadership of members of the Korean community.

B. Responsibility for Cleanliness and Beauty

p. 114 Work in committees to find out about the Korean community needs. (One group may report on the Korean community organizations in Chicago. Each committee is then assigned a particular need to investigate, such as beautifying front yards.) Chart the results, indicating the need and how Korean people and agencies helped to achieve the goal.

Examine Korean newspapers for pictures or information concerned with community improvement or beautification.

Discuss various seasonings and spices that are used in Korean cooking. Be aware that some neighbors are not familiar with some of the odors of Korean cooking and do not like them.

Make a tour of the Korean community and note the various ways in which residents have done something to improve the appearance and condition of their living quarters and surrounding area. Discuss other things that might be done by individuals or families or groups within the community to make it a cleaner, more pleasant place in which to live.

Find out organizations within the Korean community which work to improve the condition and appearance of the Korean community in Chicago.

C. Conservation of the Natural Beauty of Chicago

p. 115 Share with the class experiences of an airplane trip in coming to Chicago from Seoul. Describe the scenery that would be considered part of the natural beauty of Chicago. Compare the scenery of Lake Michigan with that of the Sea of Japan or the Pacific Ocean.

Cooperate with the class "council" to draw up a code of behavior for each pupil to follow in fulfilling his/her responsibility as a citizen of Chicago in preserving and increasing the beauty of the Korean community in Chicago.

Develop a picture dictionary of the important words concerned with pollution in English and in Korean. Include and understand the following:

contamination	오염	insecticide	살충제
ground water	지하수	pollen	꽃가루
impure	불결한	smog	연무 (연기 섞인 안개)
incinerator	소각로	soot	그을음

Note to the teacher. Teachers should be aware that some Korean children tend not to participate in group discussions. When they do not agree, they keep quiet even though they do have objections. Encourage the children to participate in group discussions and group activities actively and positively.

UNIT VI: NEW YORK--ANOTHER AMERICAN METROPOLITAN AREA

A. Outstanding Features

p. 131 Locate New York and Pusan on the map of the world and the globe. Tell which direction they are from Chicago. Point out the Atlantic Ocean, the Hudson and Mohawk rivers, the Pacific Ocean, and Nakdong River.

Note steamship route lines to the port of Pusan on the map of Korea. Indicate on the map the distance between New York and Pusan. Explain the role that Pusan plays as an important seaport in Korea. Discuss the directions which ships travel from Pusan to New York and Chicago.

Collect pictures from tourist guides or Korean information booklets which show views of Pusan. Cooperate with the class in planning a bulletin board display of these pictures.

Plan a picture map to include: Pusan Train Station, Yungdo Island, Jagalchi Fish Market, Daeshindong Field, Pusan National University, Pusan Navigator's College, Hae Woon Dae Hotel, Kukdong Hotel, and other places for sightseeing.

Explain why Nakdon River and Korean South are important to the development of Pusan Harbor.

Discuss how trade with Japan played an important role in the history of Korea.

Use the globe to point out the routes and directions by which Japanese and other foreign ships came to Pusan. Discuss the problems of travel faced by the Japanese and Western people. Learn about the settlement of Japanese people in Pusan.

Ask parents who came from Pusan, Korea, to talk about their homeland.

Study the role of Pusan as a temporary capital during the Korean War.

Explain why the Pusan Observation Tower and Junmang Dae are both good symbols for the city of Pusan.

Plan and construct a diorama of Youngdo Island and nearby sections of Dongrae Ku and Pusanjin Ku, putting in important streets, bridges, and Songdo Beach.

B. Function as City of the East Coast

p. 134 Listen as the teacher tells about the activities of Korean patriots to free Korea from Japan and how American friends helped them to succeed. Note that big cities provided sanctuary for refugees, thus encouraging the struggle for Korean independence.

Plan a class-made textbook giving information about sightseeing places and about people and their work and homes in the Pusan metropolitan area, including: Youngdo Brige, Hae Woon Dae, Son Songdo, graves of U.N. soldiers of the Korean War, and Jaejongdae.

Discuss the similarities of New York Harbor and Pusan Harbor.

Make a simple map of Korea showing the different Korean crops, products, and materials. Attach yellow strings to the regions which supply the needs of Pusan.

C. Problems of the Metropolitan Area

p. 135 Acquire information on the Korean population in New York. Make a simple map of New York and locate on it the areas where most of the Korean population lives.

Discuss the problem of supplying Pusan with water. Discuss the water shortage during the dry season and how the problem can be solved.

Pretend to be a fisherman and explain how to catch fish, mend nets, and row boats.

Explain why Pusan has developed into one of the biggest industrial cities in Korea.

List the names of fish sold in the Pusan Fish Market, Jagalchi Shijang. Use modeling clay to construct various kinds of fish and color them when they are dry.

Listen to the teacher read the poem "Ohryuk Do" by Un Sang Lee. Point out words that describe the island.

"Ohryuk Do"
Ohryuk Do dasut summi
Uhchi bomyun Yusut summi....

오륙도
오륙도 다섯 섬이
어찌 보면 여섯섬이

74

UNIT VII: LONDON--A METROPOLITAN AREA OVERSEAS

A. Outstanding Features

p. 153 Compare the population of London, Seoul, and Pusan.

From the Korean Embassy in Chicago get information on the number of Koreans in England.

Find out how Seoul is governed. Compare the titles of the leader and lawmakers with those of London.

Find pictures of Seoul before and after the Korean War. Compare with the great fires of Chicago and London.

While viewing the filmstrip "Dick Whittington and His Cat," note the costumes worn by the people of the fourteenth century. Compare these with costumes worn by Korean people during the fourteenth century; for example, dopo, gat, baji, jagori, chima, durumagi, joki (vest), daenim, busun, gomusin, and sokchima.

Discuss the use of cats to combat rats and the use of dogs to guard against thieves in Seoul. Discuss the similarities of pet use in London and Seoul.

Examine carefully pictures of London streets. Find out about children's play, games, costumes, shelters, and transportation. Secure the book Korean Folk Painting from the Korean Embassy in Chicago and note page 3. Compare its content with London's costumes and the life of old times.

Invite a mother, father, or grandmother to talk about the destruction that came from the Korean War and about the rebuilding of destroyed buildings afterwards.

Listen as the teacher tells about the holocaust of the Korean War. Discuss the help of the U.N. and America. Learn how the Korean people are preparing for a possible invasion from North Korea. Hold panel discussions about communist North Korea; include expressing of opinions about the unification of Korea under communist or democratic rule.

B. Function as "Heart of Many Lands"

When discussing Queen Elizabeth, learn that Korea had many queens in her early history; for example, Queen Sunduk, Queen Jinduk, and Queen Jinsung.

On the map of the world and the globe, locate Seoul and London.

Find out how one can get to London by ship or airplane.

C. Problems of the Metropolitan Area

p. 156 Find the differences in traffic lights in London, Chicago, and Seoul, such as a yellow light in Korea indicates a left or right turn.

Note that the crime rate in Seoul is low compared with the crime rate of American metropolitan cities.

Find the various flags of Korea. Display flags of Korea, America, Chicago, and Great Britain.

Using your knowledge of the experience of cleaning up the Thames, discuss ways to clean up Han River.

Discuss the possibility of controlling crime by having gun control laws. Talk about the low crime rate in Seoul and debate whether America has to have gun control laws.

D. Comparison with Other Metropolitan Areas around the World

p. 159 Read about the Korean War in Seoul. Discuss the problems and courage of the Korean people in rebuilding Korea. Compare with the Blitz of London in World War II and the work of rebuilding.

On a city map of Seoul (obtain from Korean Air Lines) find the many bridges.

Look at pictures of school children in Seoul and in a country village in Korea; notice the differences, such as the uniforms and bookcarriers used in Seoul and the native costumes worn in the rural areas. Discuss the isolation of the country town as opposed to the many influences at work in Seoul.

Make a list of goods Korea exports to and imports from Britain.

Discuss why the Han River played such an important role in the development of Seoul and the Nam Hae Sea in that of Pusan.

p. 161 List the ten largest cities in the world, including Seoul. Locate the cities on the map and globe. Bring pictures of these cities from books and magazines and list the features they share.

Discuss the different ways in which the great cities (including Seoul) are linked together by modern means of transportation and communication.

Discuss how immigrants exchanged Korean money for American dollars when they came to America.

Participate in a group project planning a class trip to Seoul. Find out what the group will want to see in Seoul and how it will travel by land, water, and air from Chicago, London, Tokyo, and Moscow.